

**General Certificate of Secondary
Education
Music**

B353

Unit B353: Creative Task

Specimen Paper

Time: 45 minutes



INSTRUCTIONS TO TEACHERS

Administration

- 1 These tasks are CONFIDENTIAL material until 3 May and must be kept locked away when not in use. Copies must not be removed from the Examination room.
- 2 The tasks must be carried out under Examination conditions. The time allowed must be faithfully adhered to.
- 3 If necessary, the Centre may transcribe or transpose the stimuli to suit the needs of the candidate. In such cases, the transcribed or transposed version must be submitted with the candidate's work.

Conduct of the Creative Task

Teachers should refer to page 26 of the specification booklet.

- 1 Hand the candidate a copy of the Creative Tasks. If requested, play any stimulus once on a suitable instrument.
- 2 The candidate will select one of the stimuli, and may then request this stimulus to be played twice on a suitable instrument. This may be recorded for the candidate in any format.
- 3 The candidate then has forty five minutes to prepare the composition using this stimulus. The candidate may record part or all of the work during this time.
- 4 Instrument(s), technology including computer, MIDI, and audio recorder may be used.
- 5 At the end of the preparation time, the candidate must communicate their composition in one of the following three ways:
 - live performance;
 - ICT;
 - written notation.
- 6 If the candidate records the composition more than once, the teacher must assess and submit one version only.

The total number of marks for this paper is **30**

This document consists of **4** printed pages and **2** blank pages.

(a) You must create a piece of music using **one** of the following ideas.

- A rhythmic phrase
- A note pattern
- A melodic phrase
- A chord sequence
- A set of words
- A storyboard

You may ask the teacher to play any of the musical ideas **once**.

Choose **one** idea. If you choose a musical idea, you may ask the teacher to play your chosen idea **twice** (if requested, the teacher will record your chosen idea for you).

You have forty minutes to prepare your composition.

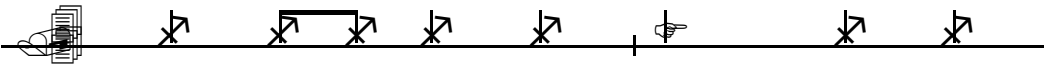
(b) At the end of the forty minutes, you have five minutes to communicate your composition in **one** of the following ways.

- Live performance
- ICT
- Written notation

Hand this sheet to the teacher at the end of the task.

(a)

Rhythmic phrase



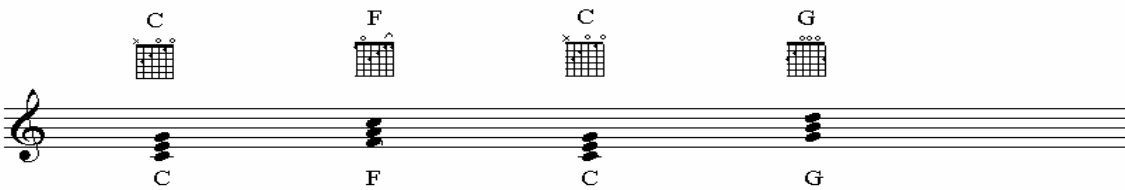
(b) Note pattern



(c) Melodic phrase



(d) Chord sequence



(e) Set of words

When I was one and twenty
 I heard a wise man say
 'Give crowns and pounds and guineas
 But not your heart away.

Give pearls away and riches
 But keep your fancy free'
 But I was one and twenty
 No use to talk to me.

A.E.Houseman

[Turn over

(f) Storyboard

Three figures climb the mountain path. It is cold, and gradually a mist descends. Out of the gloom a figure suddenly appears, blocking their way.

SPECIMEN

SPECIMEN

Copyright Acknowledgements:

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

BLANK PAGE

SPECIMEN

The maximum mark for this paper is **[30]**.

SPECIMEN

The task is marked by OCR, based on the criteria below.

The task is marked out of **30**.

20 marks are awarded for the quality of the response to the stimulus.

10 marks are awarded for the quality of the presentation.

Quality of Response

1-4	The response is simple and the musical materials are basic. There is a little sense of coherence or musical shape.
5-8	The response is simple and appropriate to the stimulus. Identifiable musical ideas are repeated and/or extended.
9-12	The response is coherent and contains some compositional devices that create a satisfactory outcome.
13-16	The response contains some musical development and uses musical devices and compositional techniques well. The outcome has a sense of style.
17-20	The response to the stimulus is stylish and imaginative resulting in a composition which is effective and memorable.

Quality of Communication (Written, recorded, or using ICT)

1-2	The piece is communicated in a way that conveys the basic intended effect with limited accuracy.
3-4	The piece is communicated in a way that conveys the intention with reasonable accuracy of pitch and rhythm.
5-6	The piece is communicated successfully with accuracy of pitch and a range of other elements.
7-8	The piece is communicated in a way that shows good command of the medium used to convey the compositional intention, with accuracy and clarity of the intended style.
9-10	The piece is communicated effectively in a way that shows the stylistic and expressive intentions of the composer.

Assessment Objective Grid

Question	AO1	AO2	AO3	Total
(a)	0	20	0	20
(b) composers	0	10	0	10
(b) performers	10	0	0	
Totals	0 or 10	30 or 20	0	30